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SEARS

High School Libraries  
in  
Indiana

Library Science  
B. L. S.

1900



LIBRARY  
OF THE  
UNIVERSITY  
OF ILLINOIS

1900  
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HIGH SCHOOL LIBRARIES IN INDIANA

by

MINNIE EARL SEARS

THESIS PRESENTED FOR THE DEGREE

of

BACHELOR OF LIBRARY SCIENCE

IN THE

STATE LIBRARY SCHOOL

UNIVERSITY OF ILLINOIS

PRESENTED JUNE 1900.



Se 17

## UNIVERSITY OF ILLINOIS

1 June 1900

THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

ENTITLED

Minnie Earl Sears

High school Libraries in  
Indiana

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE

OF Bachelor of Library Science

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recal.







In the past Indiana, following the lead of other states, established district libraries to furnish reading matter to the inhabitants of the school district, which was made the unit on which the library was based. The books were usually kept in the school houses and were used by the entire population.

In 1835 New York adopted this system which was recommended by the Governor, De Witt Clinton. In Massachusetts Horace Mann used his influence for the same purpose, Michigan, Connecticut, Rhode Island, Indiana and many other states soon followed.

It is well known that, as the states grew, these libraries were found inadequate and they have been replaced by free town libraries. But the feeling that the school library for the use of the pupils alone is indispensable is becoming universal. Teachers agree that a library is a necessity if the best work is to be done in the high schools and books for collateral reading, as well as reference books, are demanded. The school room must have a good library in order to lay the foundations of a liberal education. Public libraries may, and should, supplement school libraries.

Sherman Williams says, "The library must be regarded as an important and necessary part of the system of public education... If it is the duty of the state to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be harmful rather than beneficial, to both the individual and the state... Training pupils to read and love good literature is by far the most important work done in school. There is nothing else a teacher can do at all comparable to it in value. It is the one thing the school does that continues to contribute to one's education



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so long as he lives. We should never forget that it is not the ability to read, but the use made of that ability, that contributes to the destiny of a child.

While there is necessity for libraries in the grades, the need is even greater in the high schools and it is the purpose of this paper to show something of the existing condition of such libraries in Indiana.

When the subject is investigated, what is the conclusion that is forced upon us? The average high school library in the majority of states is small, often ill chosen and poorly directed. The laws of Indiana show no special provision for high school libraries; in fact they are not mentioned.

Before taking up the Indiana libraries in detail, a brief summary of state legislation relating to school libraries is given in order to show something of the conditions prevailing in other states.





## SCHOOL LIBRARY LEGISLATION.

Alabama.- No law.

Arizona.- Boards of school trustees in cities and districts of 100 or more census children may use the school fund and added donations to purchase books for school libraries, the amount to be expended not to exceed fifty dollars. Libraries are under control of the trustees and they are kept in school houses when practicable. They are free to pupils, and residents of the district<sup>s</sup> may use them, on paying a fee.

Arkansas.- No law.

California.- Except in cities not divided into school districts the library fund is not less than five per cent, not more than ten per cent of the county school fund annually. Apportioned, providing it does not exceed fifty dollars. In cities not divided into school districts, the fund is not to exceed fifty dollars for every 1000 children between 5 and 17, annually taken from city or county school fund. It is free to pupils, and other residents of the district may use it on paying a fee.

Colorado.- The school board of a district may order a levy of not exceeding one tenth mill to be used exclusively in purchase of books for a library to be open to the public. The qualified electors of any district of the third class shall have power to order such tax on the taxable property of the district as the meeting shall deem sufficient to procure libraries for the schools.



Connecticut.- The state treasurer, upon order of the secretary of the state board of education, shall pay ten dollars to every school district, and to every town maintaining a high school, raising the same sum. This money is to be used to establish in the district, or for the use of the high school, a library of reference and other books; these to be used in connection with school work and apparatus. Also the further sum of five dollars a year shall be paid on similar condition, for maintaining or increasing the same. When the number of scholars in attendance exceeds one hundred, ten dollars is paid the first year and five dollars thereafter for every 100 or fraction of 100 in excess of the first 100.

The selection of books is to be made <sup>or</sup> ~~and~~ approved by the board of school visitors. The joint board of selectmen and school visitors in each town can appropriate money to purchase books and apparatus in public schools of the town. The state treasurer shall give five dollars for every public school in the town. If there are more than 100 pupils in the school, five dollars is to be given for every additional 100. The state is not to give more than the town. The books and apparatus are to <sup>be</sup> town property.

Delaware.- No law.

Florida.- The school trustees in a school district may levy a tax, when voted on favorably by the electors of the district, not to exceed three mills. This is to be expended for building and salaries and school libraries.





Georgia.- No law.

Idaho.- Trustees of districts must furnish for the use and comfort of schools, fuel, maps, apparatus, a library, and for this may audit and allow accounts against the school fund of the district not to exceed twenty-five per cent of the amount of the school fund for any one year.

Illinois.- School directors in districts of less than one thousand inhabitants have power to appropriate for libraries and apparatus any funds remaining after all necessary school expenses are paid.

In cities the board of education has power to repair and improve school houses and furnish them with necessary fixtures and libraries.

Indiana.- The laws enacted by the general assembly of 1899 provide for township libraries. On the written petition of fifty legal voters of the township a vote on a township library tax is taken at a township election. If the majority of the votes shall be in the affirmative, a tax of one-fifth of a mill annually is to be levied for the establishment and support of a township library free to all inhabitants. This can be discontinued by vote. If there is a public library in the township, the proceeds of the tax are to go to it. The public library is to be managed by a board composed of the school township trustee and two residents of the township. In cities and towns, public libraries are controlled by school trustees.



Iowa.-- School boards are allowed to expend twenty-five dollars a year for each school room in buying libraries. They publish and send out annotated list of two hundred books suitable for these.

Kansas.-- School districts may vote a tax not to exceed two mills. In districts where the taxable property is between \$20000 and \$30000, one and one-half mills is the limit; in districts between \$30000 and \$50000, the tax is not to exceed one mill. Where the property is over \$50000, not more than one-half mill is to be levied. This money is to be used by the board of directors for the sole purpose of buying a school district library, to include only history, biography, science and travels. The district clerk is librarian.

Kentucky.-- When by contribution or purchase forty volumes can be collected, the district trustees may organize a library in connection with the school for the use of the district. It is free for all pupils of the schools but other residents may use it on paying a fee. A suitable person is to be appointed to have charge and immoral books are excluded.

Louisiana.-- No law.

Maine.-- The district may appropriate not exceeding one tenth of its school money per year for the purchase of a library and apparatus. Adjacent districts may unite.

Maryland.-- In school districts where the people raise ten dollars per year for the library, the same amount is to be paid out of





the state school fund to the school. In 1893 lists of books were published, one part of them being books suitable for high school grades.

Massachusetts.- School committees may appropriate from the income of the school fund received by cities and towns, not exceeding 25% to the purchase of books of reference, maps and apparatus for the schools.

Michigan.- A township library is provided for, to be used by the residents. Any school district may establish a district library for which there is a growing sentiment. A library list is published in the State manual for district schools.

Minnesota.- Any school district purchasing books one year from the list prepared by the state superintendent of public instruction and having appointed a librarian, upon presentation of certified statement of the same shall receive one half the amount so spent. No district is to receive more than twenty dollars the first time and ten dollars thereafter. Books must be properly cared for.

Mississippi.- Trustees of separate school districts shall have power to appoint librarians, and enforce the rules prescribed for the government of school libraries.

Missouri.- At the annual meeting of the school district the voters have power to vote such a sum as they deem necessary for books for a district library. In city schools the board has power to establish and maintain a library for use of the public



school district and to appropriate the proper sum for its support:- not to exceed \$2500 for cities of 20000-100000 inhabitants, \$500 for cities of 5000 - 20000 inhabitants, and \$250 for cities of 1000 - 5000.

Montana.- A fund is created to be spent for books for a school library, including books for supplementary work. This consists of from five to ten per cent of the annual county school fund. In cities under 2000 it is never to exceed \$50, in cities over 2000 it is not to exceed \$50 for each 500 children or fraction thereof of 300 or more between the ages of six and twenty-one. The books, kept in the schools under the control of the board of trustees, are selected from lists approved by the state superintendent.

Nebraska.- No law.

Nevada.- No law.

New Hampshire.- No law.

New Jersey.- The treasurer of the school fund is authorized to pay \$20 out of the school fund to every public school raising a like sum for a school library and apparatus. The further sum of ten dollars annually is to be paid on the same conditions. Several school houses in one district may consolidate and establish a library in some one place. School trustees are to select books, make rules. A teacher's library is also provided for.

New Mexico.- No law.





New York.- \$55000 is to be distributed annually to cities and school districts for the purchase of books, for the formation or extension of common school libraries, and for a state library for teachers. So much of the school library money as is needed may be apportioned among cities and school districts by the state superintendent of public instruction. Every city or district to share in this must raise an equal amount. These school libraries are to consist of reference books and supplementary reading. The library must be kept in the school building, primarily for reference. It is not open to the public. A teacher is to be librarian. Each city and school district is authorized to raise money by tax for a school library. All books must be approved by the State superintendent of public instruction.

North Carolina.- No law.

North Dakota.- District school boards have power to purchase and keep for the use of the people of the district a circulating library worth not more than \$50. It is selected by the school board from lists approved by superintendent of public instruction. If the majority of the voters of a district consent, the library may have a value above \$50 but not above \$100.

Ohio.- In a district the board of education may appropriate from the contingent fund for the purchase of books aside from school books for the use of scholars and teachers of the district and for apparatus. The amount is limited by the grade of the cities contained in the city districts: \$1200 being the highest limit and \$75 the lowest.



In city districts the board of education may levy an annual tax of a tenth of a mill for the increase and maintenance of a school library.

Oklahoma.- Annually the district board of each school district and the board of education in each city or town in the territory appropriate from the district fund money to purchase books and periodicals for a public library. The amount varies with the number of teachers in the district, \$5 being the smallest appropriation and \$100 the largest. Lists of reference and literary books are furnished by the county board of examiners.

Oregon.- Directors of school districts are allowed to provide, with the common school fund of their district, for the purchase of books of reference and apparatus to be kept in the school house not to exceed \$50 in districts receiving \$500 from the school fund and ten per cent thereof in those receiving less.

Pennsylvania.- There is a provision for<sup>a</sup> school district library to serve as a public library for the inhabitants of the district. School funds shall not be appropriated for the purchase of books for a school library, but when books or funds have been secured for such a library the directors shall provide a suitable case. Only the pupils are entitled to the use of the books.

Rhode Island.- Every district may establish and maintain a school library. Towns may grant money for establishing and maintaining school libraries.



South Carolina.- No law. Lists of books sent out.

South Dakota.- The school district board must provide Webster's International dictionary for each school in the district, and may also provide other <sup>high</sup> grade and reference books, the expense not to exceed \$10 a year for any one school.

Tennessee.- No special law relating to school libraries.

Texas.- No law.

Utah.- Trustees shall have power to establish and support school libraries.

Vermont.- No law.

Virginia.- No law.

Washington.- No law.

West Virginia.- No law. There is no special attempt to establish school libraries. Teachers are exhorted to give entertainments for this purpose. In 1898 there were 1131 libraries, 13,448 volumes, worth \$17,537.70.

Wisconsin.- The treasurer of each town is to withhold annually from the school fund income for the school districts whose school houses are in the town for which he is treasurer, ten cents for each person of school age for the purchase of books. These are to be bought from lists prepared by the state superintendent. They are to be bought by the town clerk and the county superintendent of schools and distributed to the districts in proportion to the money withheld. The town clerk





is to keep a complete record of the books purchased and distributed to the school districts and is authorized to collect and redistribute among the several school districts the books so that each district may use all books. When school is in session, the library is to be in the school house and the teacher is to be librarian, unless some one else is elected at the annual meeting. Books are to be loaned to teachers, pupils and other residents of the district.

Wyoming.- Qualified electors of the district have power to vote money for procuring school libraries, not to exceed \$100 a year for a district library.



It is apparent that Indiana is not alone in neglecting to provide libraries for her high schools. In fact many states fail to make very definite provisions for school libraries, while others have no laws regarding them. But one state - Connecticut - makes direct mention of high school libraries in the laws. In some places the school library is practically a public library, freely used by all the inhabitants. Arizona, California and Kentucky, among other states, have libraries free to the pupils, and other residents of the district may use them on paying a fee. In other laws libraries are only mentioned incidentally in connection with buildings, salaries, fuel and apparatus.

Other states are doing much more for their school libraries by granting them state aid. Kentucky, Connecticut, Minnesota, New York and New Jersey have laws to this effect. As a rule, the state gives a certain amount annually on the one condition that the library raises the same amount. This is a wise provision but the schools do not always take advantage of it.

In many instances the library money must come from the school fund and in all cases the appropriation is very small. It is obvious that if high school libraries, which are recognized as necessities, are to do their proper work they must receive better support.

In some states the legislation is mandatory while in others it is not. In Wisconsin the state legislature has made the purchase of school libraries for each district mandatory and the high schools are reported to be generally supplied with good collections of books. It is doubtless true that a little force may often be necessary to produce the best results. Where the legislation is





of this character, annotated lists of the best books are furnished by the state. These lists will always be found very helpful.

It is well to state here that in Indiana the Young people's reading circle has practically taken the place of the township library and has done much for the rural schools.

The following figures may be useful in this connection as they show something of the actual condition of school libraries under the above laws in a few states. Connecticut in 1899 had 743 school libraries containing 146,498 volumes, a marked increase over former years. Massachusetts reports 5 high school libraries having more than from 4000 to 5000 volumes, 25 having more than 1000 volumes, 138 having more than 100, and 84 containing less than 100 volumes. In 1898 Pennsylvania reported a marked increase in the number of school libraries. Indiana, in the Report of the U. S. Commissioner of education for 1897-98, reports 304 high schools with 142,206 volumes and 19 private high schools and academies with 36,700 volumes.

In order to obtain definite and detailed information regarding these high school libraries in Indiana some correspondence with the schools themselves was necessary. Working from the directory of Indiana school officials for 1899-1900, kindly furnished by the State superintendent of public instruction, cards were sent to the principals in the 235 high schools of cities and incorporated towns. These cards contained the following questions: 1. Size of town; 2. Size of high school; 3. Have you a school library? 4. Have you a public library? 5. What are the relations between the school and the public library?

Additional letters were sent to the 112 high schools



reporting over 40 pupils and having libraries. The answers, kindly furnished by the principals of the various schools, are embodied in the accompanying table of statistics.

Less than fifty towns report public libraries and in several cases the public and school libraries are combined and kept in the school building. One town reports a number of society libraries, saying that an unsuccessful attempt to combine them has been made. Church libraries and a woman's library are mentioned by other towns. Two of the larger cities, Greenfield and La Fayette have no high school libraries but in both cases the public library is in the same building with the high school and freely used, in a measure taking the place of the school library.

The necessity for friendly relations and cooperation between the schools and the public library is becoming universally recognized. Regarding the relations existing between the public libraries and the schools in Indiana there is certainly great diversity. In reply to the question "What are the relations between the public library and the school?" the following answers were received: "Entirely separate", "None", "No connection whatever". In other cases the relation is the same as with the public in general. Other schools report a close connection between the two. In one town, La Porte, they are given freedom to transfer from one library to the other upon request of the superintendent of schools. In another instance a small branch library from the public library is kept at the schools for the use of high school pupils, the principal changing the books at his discretion. One of the very small schools reports a limited number of books transferred temporarily from the public library to the school building. These last answers are



encouraging as showing an increased feeling of mutual appreciation and help. The placing of public library books in schools is gaining great favor with both librarians and teachers and this is as it should be.

In but eighteen of the libraries reporting is the use of the books in the school library limited to high school pupils, hence it will be necessary for this paper to deal with the libraries in high schools, the use of which is not restricted to pupils in such schools.

Looking at the table of statistics, it is seen that the size of the school libraries varies greatly, some of the smaller ones containing but 50 volumes and others having several thousand. In many cases the larger collections serve the combined purpose of school and public library and the average size of the high school library is only a few hundred volumes.

As to the character of the books in the library it may be stated that in very few cases indeed are the collections confined to strictly reference books. In the majority of cases the collection is a general one. In some instances they may be reference books, using the term in its broader sense.

Government records are made use of, in one case the War of the Rebellion series being mentioned. Many of the libraries report fiction and books along the lines of science, literature, history, etc. It is right that the first thought of the high school library should be for reference books but the library should by no means stop there.

In most cases the books, with the exception of reference books, are taken from the building, but one book being drawn at a





time.

The library is usually kept in the high school assembly room, the school room, or in the superintendent's office. Sometimes the books are scattered in several of these places. Many of the libraries report a separate library room. In the majority of cases the pupils have access to the shelves, although some schools report that their books are "locked in cases". As a rule the teachers seem to realize the educational value of open shelves.

When access to shelves is the rule, some system of classification is a necessity. In many instances these school libraries are roughly classified in such general classes as history, science, literature and reference, or reference and supplementary. One library separates the books into eighteen classes.

It is not surprising that the majority of these libraries have no catalogue, yet quite a number report catalogues of one form or another. Several of them are printed, while other are typewritten. In some cases a written list in a book serves the purpose of a catalogue.

Many of the libraries keep no records whatever, a few record the accessions, but the record that is most commonly found is that of loans.

In these school libraries, most of them very small, the question of the selection of the books is of the greatest importance. The funds of the library are so limited that it is only by very judicious selecting that the high school library can be made to serve its purpose. The teachers must take great interest in this part of the work. Again turning to the statistics, we see that the superintendents and teachers usually select the books. Sometimes



the pupils, assisted by the teachers, make the selection and occasionally the school board attends to this matter.

In selecting books printed lists are of the greatest assistance. A few states print lists of books for high schools. In Indiana this is not done, but the books of the Young people's reading circle take the place of such lists to a certain extent. In this connection it will perhaps be well to pause long enough to explain briefly the work of the Young people's reading circle.

It was agitated by the Indiana state teacher's association in 1887 and its plans perfected and presented at the teacher's institute in the summer of 1888. The success of the Teacher's reading circle suggested the plan. It was realized that the public school children of the state did very little systematic reading. Need was felt of placing in reach of the pupils books of a wholesome nature and of leading them into habits of methodical and profitable reading. The teachers realized that it is part of their work to direct the pupil's reading. From the start prominent educators from the schools and colleges of the state have displayed an active interest in the work.

Each year short lists of books are published, the first list being for 1888-89. These lists, which are annotated, include books for pupils from the second grade through the eighth and advanced grades. They represent every department of literature, but only books of literary merit are placed on the lists.

In some places township trustees place a set of the books in each school, in others entertainments are given to raise money for this purpose. Many children buy their own books.

A certificate of membership is issued to every pupil who





has read at least one of the prescribed books and a diploma is given when he has been a member four years. Most of the members reside in the country and much good work has been done, especially in rural districts. Many district and small town schools have libraries from 50 to 300 volumes selected from these lists. In the report of the state superintendent of public instruction for 1897-98 the total number of volumes in Young people's reading circle libraries is given as 218,398, 37,515 volumes having been added during that year. In many districts single sets of these books have grown by the addition of a few volumes a year, to large libraries of good literature.

As these lists are graded and always contain books for advanced pupils, it is possible to make good use of them in connection with high school libraries. Less than half of the school libraries reporting make any use of these books, while some of the libraries contain all of them; and others have parts of sets.

The most discouraging feature relating to school libraries in the state confronts us when we examine the ways in which the libraries are supported. In the majority of cases the library has no definite income. In many cases the library is forced to depend on gifts and entertainments, while the board often appropriates money from the special school fund. But six libraries report a tax and all of these, with perhaps one exception, are really public and school libraries combined. One library sells high school books and in this way has a small income. Some have an income of but four or five dollars, while a number have two or three hundred dollars. The majority are unable to give an estimate of their income. The libraries of two high schools in Indianapolis should be mentioned



here. In each case they are divided into two parts, the reference library and the rental or text book library. This latter, in both libraries, consists of a few thousand volumes which are rented to the pupils for the term at a nominal price. The income thus secured is used to increase both the reference and rental libraries. In the Manual training high school the income is about \$400 and from \$600 to \$800 in the other high school. This system is found to work well here. These two schools have library rooms, well equipped with reading tables and made attractive to the eye by pictures, and they are good examples of libraries in large high schools.

Many of these school libraries take no periodicals, while others take from one to twenty-five. It is obvious that libraries having no regular income or an income of but four or five dollars would find it impossible to take even one periodical.

In very few cases, indeed, is it possible for the high school library to have the librarian on separate salary. Seven school libraries in Indiana reported librarians receiving a salary. However, in five of the seven cases the library is in reality a public library and in one other case the librarian is also substitute teacher, leaving but one school library - South Bend - reporting a librarian receiving a separate salary.

In the majority of cases the teachers, or those in charge of the library, do not call on the pupils for assistance in caring for the books. But twenty schools report pupils as assistants in the care of the library. One can but feel that both the pupils and those caring for the library loose much in this way. In two of the twenty libraries where the pupils assist they receive some compensation. In the first instance they are given half of the fines





and in the other case two pupils act as librarians, receiving \$12 a year.

In all but five of the libraries heard from the pupils received some instruction in the use of reference books, usually from the teachers or superintendent. In the few cases where there are librarians they help the pupils in this way.

The following figures are taken from the Report of the committee of Indiana town and city superintendents' association on the course of study in public high schools, issued by the state department of public instruction in 1899. They are valuable in this connection as they give the estimated value of the high school libraries of the state. "Forty-seven high schools report libraries estimated to be worth less than \$500. Twenty-two have libraries estimated at from \$500 to \$1000. Eight estimate their libraries at more than \$1000, the highest estimate being \$3000. Twelve schools fail to give any estimate of their libraries." In 1898 Indiana reported 142,206 volumes in public high schools and 36,700 volumes in private high schools. Taking the number of students given 24,861, there is an average of about seven books to each pupil. Comparing these figures with those for surrounding states we find that Illinois has 141,327 volumes, Ohio 134,101 volumes, Michigan 203,679 volumes, Wisconsin 111,462 volumes and Minnesota 85,723 volumes. Glancing for a moment at a few of the eastern states, very much the same conditions are found there. Massachusetts reports but 104,352 volumes, Pennsylvania 155,199 volumes, while New York, the leading state in library matters, has 452,722 volumes in the public high schools.

Having before us the existing condition of high school





libraries in Indiana the question of what can be done to improve them arises.

Many of the principals of the schools say that their libraries have been greatly neglected, that the people fail to realize the importance of the school library. They earnestly desire to enlarge and improve the library, realizing the great part it must take in the educational system of to-day.

When there is a public library in the town much cooperation between it and the school is practicable. Much has been written along this line, but the Report of the committee of the relations of public libraries to public schools, published by the National educational association in 1899, deserves especial mention as it contains material of great value and assistance to both librarians and teachers in this connection. At the public library books can be reserved for the use of pupils on request of the teacher. In some instances it is possible to have small collections from the public library placed in the school to remain there two or three months as is done in Dayton, Ohio. In Albany, New York, special high school libraries are formed for the needs of the different classes. Teacher's cards cannot be too highly commended. By means of them teachers are enabled to secure books to illustrate the studies and are permitted to keep them at the school as long as is necessary. This enables the school to put more money into much needed reference books, the public library being made to supplement the school library.

After studying the conditions in Indiana it is apparent that under existing conditions not all high schools can have libraries the use of which is limited to high school pupils, although of course this is the ideal state. In the very small towns and schools



this will be found impossible although greatly to be desired. When it is not practicable to have a separate collection, great care should be taken that the high school part of the general school library is not neglected as is too often the case. It is impossible to do high school work along lines of literature and history particularly, if the library is not at hand to second the teacher.

Reference books, dictionaries, encyclopaedias, atlases, etc., are the first necessity in a library of this character and in a small collection they will necessarily predominate. However, the idea of a reference book is gradually broadening until it includes much that would formerly have been excluded. Some duplicate reference books will probably be necessary, especially in larger high schools. While speaking of reference books it is well to say a few words regarding the government publications, many of which are easily procured and of great value to high schools. Annals of Congress and War of the Rebellion series, valuable in history work, illustrate this point.

Next to reference books come books for collateral reading, science books, histories, etc. Have them, by all means. They are necessary along the lines of history, literature, biography, and travel, as well as in the sciences. Make use of the good historical fiction and interesting books of travel and description. Have as good a collection as possible in all the lines of study and increased interest on the pupil's part is sure to be the result.

Then there are what have been called the "luxury books", books for relaxation. A judicious selection of them has a place in the school library particularly if there is no public library within reach of the pupils.





While the purely reference books should not be permitted to go from the building, it is well that the others be allowed to circulate. Of course all books in use by classes in connection with class work must be kept in the building while it is open. If possible, the library should be accessible at all school hours. Some books will be needed in class rooms in connection with recitations, but it is well that, with such exceptions, the books should be arranged in a place of their own, dignified by the name of library. Often it is necessary to utilize a corner of the assembly room or the superintendent's office. Much is gained when it is possible to have a reading room with a few tables in connection with the library. The library of the Indianapolis manual training high school is very fortunate in this respect. In connection with the reading tables have some of the current periodicals if it can be managed. If it is only possible to have one reading table in a corner, have it.

The educational value of open shelves in a high school library can not be overlooked; it is most desirable that the pupils have access to the shelves. In schools where the library is used by the lower grades too, it may be necessary to restrict the smaller children to some extent, though this is doubtful, but by all means let high school pupils have absolutely free access. This is of importance to the teachers as well as to the pupils for their work will be lightened. The students will have greater interest in the books, hence they will have better care. The sense of ownership created will mean much to these girls and boys. As has been said, very few of the school libraries in Indiana have catalogues. When the students are allowed to handle the books themselves a catalogue is rendered less necessary. By close association with the books they



learn to know the contents of the library.

While the books should always be arranged on the shelves systematically by classes this is doubly necessary where the shelves are open to the students. As these libraries are usually small, a simple system of classification is recommended. If there is a public library in the town, it is of advantage to have the systems uniform, if practicable. It can easily be seen how much this will help the student in the use of the public library, which will supplement the school library.

Early in the high school course, if not before, the student should have systematic instruction in the use of reference books. It is well if he has had some instruction along this line before he reaches the high school, as it is very necessary that he knows how to use the library intelligently. As one authority says, "The ability to use a library intelligently and economically should constitute a most valuable part of the high school pupil's attainments." Reference work is sometimes taught in connection with the English course. Such instruction can be given by the principal or teachers or, if there is a public library in the town, the librarian will often be found willing to give talks to the pupils. In Michigan City, Indiana, the librarian gives short talks to the pupils on the use of reference books, the public library, etc., followed by practical tests. They should be taught the use of indexes, catalogs, reviews, and reference books in general, learning to use them with economy of time. This work can not be too strongly emphasized. Arouse the interest of the pupils by the use of attractive devices such as the daily news bulletin board. When an interesting subject is under consideration, have the books bearing on it placed by themselves.





However small the library may be, at least a few records will be found necessary. A simple record of loans should be kept for all books leaving the library. There should be a definite limit to the time which the books may be kept out and the pupils should understand that such regulations are of importance.

It is well for the library to keep an account of the books as they are acquired. This record of accessions can be very simply kept in a blank book ruled for the purpose with numbered lines. This is one of the ways in which the students can assist, for some of them can easily be taught to do this work. In this record give such important items as the number of the book, the date, the author and title of the book, the cost and source.

As a rule the high school library is in charge of one or more of the teachers. The one having the care of the library should realize the importance of training a few of the high school pupils best fitted for the work to assist. It is by this method that the library can best receive the proper care and the work be carried on in a business like manner.

While the high school libraries of Indiana rest on the present uncertain basis of support, it may not always be possible for them to have extensive catalogues, however helpful they may be. But when it is within the range of possibility the library should have a catalogue or finding list of some form. An elaborate catalogue is not recommended; only the necessary facts should be given, making in reality a finding list.

Some of the larger schools have printed finding lists. These are always helpful. In the average small school library a typewritten list of the books arranged first by class then alphabet-





ically by author under class will prove very useful both as a catalogue and as an index to the books as they stand on the shelves. If necessary, a manuscript copy can be made to serve the same purpose. It is important that the library have a list of the books just as they stand on the shelves.

The selection of the books is one of the most important questions relating to these high school libraries. Here the teachers have a great advantage for they know in advance the work that is to be done in the school and should be familiar with the literature relating to it. The teacher with a real appreciation for books and an understanding of the needs of the children can do much in wisely guiding their reading. Suggestions regarding the books should be sought from the pupils and their sense of ownership increased by every legitimate means. Meetings between the teachers and the librarian where there is a public library in the town, are productive of much good along this line.

A number of states, realizing more fully the growing importance of school libraries, publish lists to be used in selecting the books for them. This is customary where the legislation is mandatory but it is not limited to such states. In Indiana the lists of the Young people's reading circle each year contain a few books for the eighth and advanced years. These lists include such books as Home pictures of English poets, Among the law makers, Irving's Sketch book, Dickens' Tale of two cities and George Eliot's Mill on the Floss. In the Report of the committee on the relations of public libraries to public schools, published by the National educational association in 1899, is a most excellent list of 100 books for high schools. This includes essays, poetry, fiction,



miscellaneous, biography, speeches, travel and description and is unexcelled. This little pamphlet, spoken of before, should be in the hands of all who are interested in educational and library work. Its practical suggestions are of great value. The University of the State of N. Y. at Albany has published annotated classified lists of the best books for 1897, 1898 and 1899. These lists appear as bibliographies in the State library bulletin and are easily procured, costing but five cents. They will prove helpful in selecting new books for the school libraries as well as for the public libraries. Among other states, Wisconsin publishes excellent lists of best books for graded and high schools. This is one of the states in which school library legislation is mandatory and the town clerk must buy the books in the list of the most helpful books. Such lists are bound to be of great use in the school libraries and it is right that the state should print them.

Before leaving the subject of the selection of books a few words should be said regarding the editions to be purchased. Always buy good durable ones. Let the books present an attractive appearance.

Some change regarding the support of the high school libraries in Indiana is greatly to be desired. While they have no definite means of support they must fail to accomplish the highest good. Superintendents all over the state realize this. The states like New York, Wisconsin, New Jersey and Connecticut, where state aid is given to school libraries, have good collections in very many of the schools.

The following suggestion, taken from the Report of the committee of the Indiana town and city superintendents' association





on the course of study in public high schools, 1899, is well worth consideration in this connection. After speaking of the fact that the maintenance of the high school libraries depends largely upon entertainments and money appropriated from the special school fund, it continues: "Doubtless the best plan for support of the public school library is to levy a tax. School boards are empowered to levy not exceeding a mill for maintaining public libraries. Even a levy of one tenth of a mill would place the library on an enduring basis and thus insure to the school one of the most helpful instruments of education at the command of teachers. A good reference library is necessary in order to do good secondary work, especially in English, history and science..." It can not be doubted that legislation along this line is necessary and that it is unsafe to delay it too long. A tax the size of the one suggested is certainly not much to ask for. A neighboring state, Ohio, has a similar tax of one tenth of a mill that may be levied in city districts for the school library.

The foregoing suggestions are made with the hope that they may help those in charge of the school libraries to solve a few of the many puzzling questions arising regarding their care and administration. The Public Library commission of Indiana created by the general assembly of 1899 and composed of three members, is to furnish information and advice regarding the organization, maintenance or administration of any library in the state whenever requested to do so by the librarian or trustees. This will doubtless include high school libraries and surely they will be able to greatly profit by it.



Many superintendents and teachers realize that their work must be seconded by good libraries and they make an earnest plea for support and help in the administration of the school library.





Form of catalog	What records are kept?	How are the books selected?	Are the books of the young people's reading circle used?	How is the library affected by legislation, state or local?	How is the library supported?	Annual income	How is the library supported?	Are pupils instructed in use of ref. books?	By whom?
15	Title & author	By pupils with help of teachers	Not very much	Not at all	By donations & entertainments	Uncertain	By donations & entertainments	Yes, by teachers	By teachers
16	Record of books drawn	By a comm. from city council, school board, etc.	No	Local tax levied by city council	By (15)	\$500	By (15)	Yes, by teachers	By teachers
17	None	By school supt.	Yes	Not at all	By an annual entertainment	\$4-5	By an annual entertainment	Yes, by teachers	By teachers
18	Record of books drawn	By teachers	No	Not at all	From special school fund	No regular income	From special school fund	Yes, by teachers	By teachers
19	Record of books drawn	By supt. & teachers	Yes	Not at all	Entertainments	\$25	Entertainments	Yes, by teachers	By teachers
20	List in lib. books drawn	By pupils & teachers	A few	Not at all	Donations & entertainments	0	Donations & entertainments	Yes, by teachers	By teachers
21	Alphabetical	By teachers	Yes	Not at all	By school board & entertainments	\$20-50	By school board & entertainments	Yes, by teachers	By teachers
22	Loans	By supt. & teachers	No	Not at all	By school board	Uncertain	By school board	Yes, by teachers	By teachers
23	Records of books drawn	By supt., prin. & teachers	Not much	Not at all	By tax	\$50-100	By tax	Yes, by teachers	By teachers
24	Records of tickets	Teachers	No	Not at all	By school	3	By school	Yes, by teachers	By teachers
25	Records of books read	By teachers	Yes	Not at all	By trustees & teachers	Varies	By trustees & teachers	Yes, by teachers	By teachers
26	Records of books drawn	By supt. & teachers	Yes	Not at all	By school board & entertainments	Varies	By school board & entertainments	Yes, by teachers	By teachers
27	Records of books drawn	By supt. & teachers	Yes	Not at all	By school board	Varies	By school board	Yes, by teachers	By teachers
28	Records of books drawn	By pupils with teachers' help	Yes	Not at all	By school board & entertainments	Varies	By school board & entertainments	Yes, by teachers	By teachers
29	Records of books drawn	By pupils & teachers	No	Not at all	Entertainments	35	Entertainments	Yes, by supt.	By supt.
30	Records of books drawn	By teachers	Some	Not at all	By school board	Varies	By school board	Yes, by supt.	By supt.
31	Records of books drawn	By supt.							







Name of school	Size of town	Size of school	Size of library	Use of books	Library limited to reference books?	Are books taken from the building?	Where kept	Have people access to the books?	Are the books classified? How?
1 Albany high school	4000 No	45	200	No	No. History fiction, poetry	No	In high school room	Yes	No.
2 Albion	1800 Yes	55	High school	No	No. History fiction, poetry	No	In high school room	Yes	No.
3 Alexandria high school	10000 Yes	60	1200	No	No. History fiction, poetry	No	In high school room	Yes	By no genl system
4 Ambury high school	600 No	50	50	No	No. Standard authors & ref.	No	In high school room	Yes	No
5 Anderson high school	25000 Yes	450	1000	Yes	No. Standard authors & ref.	No	In high school room	Yes	Yes. History sci. ref. etc.
6 Angola high school	2500 No	75	300	No	No. Genl. lit.	No	In high school room	Yes	No
7 Arcadia high school	1400 No	60			No. Genl. collection	Yes	In high school room	Yes	No
8 Argos high school	1300 No	63	450	No	No. Genl. collection	Yes	In high school room	Yes	No
9 Attica high school	3000 Yes	100			No. Genl. collection	No	In high school room	Yes	Yes
10 Auburn high school	3000 Yes	85	800	No	No. Genl. collection	No	In high school room	Yes	Yes
11 Aurora high school	4500 Yes	75	300	Yes	No. Ref. poetry & fiction	No	In high school room	Yes	Yes. Fixed location
12 Bedford high school	6000 Yes	110	300	Yes	No. Genl. collection	Yes	In high school room	Yes	Yes. Hist. sci. etc.
13 Bloomington high school	10000 Yes	212	2500	No	No. Genl. collection	Yes	In high school room	Yes	Yes
14 Boswell high school	1000 No	51	150	Yes	No. Genl. collection	Yes	In high school room	Yes	No
15 Bourbon high school	1500 No	45			No. Genl. collection	Yes	In high school room	Yes	Yes. Ref. genl.
16 Brazil high school	9000 Yes	134			No. Genl. collection	Yes	In high school room	Yes	Yes. Ref. genl.
17 Brookston high school	1200 No	60	300	No	No. Genl. collection	No	In high school room	Yes	Yes. Ref. genl.
18 Brownstown high school	2000 No	47	300	No	No. Standard authors & ref.	No	In high school room	Yes	Yes. Ref. genl.
19 Cambridge city high school	2000 No	90	300	No	No. Hist. sci. & history	No	In high school room	Yes	Yes. Ref. genl.
20 Carthage high school	1200 Yes	65	very small		No. Sci. hist. fiction	No	In high school room	Yes	Yes. Ref. genl.
21 Cayuga high school	1200 No	41	300	No	No. Genl. collection	No	In high school room	Yes	Yes. Ref. genl.
22 Centerville high school	900 No	42	248	No	No. Genl. collection	2	In high school room	Yes	Yes. Ref. genl.
23 Cicero high school	2000 No		450	No	No. Standard authors & ref.	1	In high school room	Yes	Yes. Ref. genl.
24 Clinton high school	3000 No	55	200	No	No. History fiction, Nat. Sci.	No	In high school room	Yes	Yes. Ref. genl.



Case No.	Plaintiff	Defendant	Amount	Notes
1001	John Doe	Jane Smith	\$100.00	Personal injury
1002	ABC Corp	XYZ Corp	\$500.00	Contract dispute
1003	John Doe	John Doe	\$200.00	Self-suit
1004	John Doe	Jane Smith	\$150.00	Personal injury
1005	ABC Corp	XYZ Corp	\$750.00	Contract dispute
1006	John Doe	John Doe	\$300.00	Self-suit
1007	John Doe	Jane Smith	\$120.00	Personal injury
1008	ABC Corp	XYZ Corp	\$600.00	Contract dispute
1009	John Doe	John Doe	\$400.00	Self-suit
1010	John Doe	Jane Smith	\$180.00	Personal injury
1011	ABC Corp	XYZ Corp	\$800.00	Contract dispute
1012	John Doe	John Doe	\$500.00	Self-suit
1013	John Doe	Jane Smith	\$220.00	Personal injury
1014	ABC Corp	XYZ Corp	\$900.00	Contract dispute
1015	John Doe	John Doe	\$600.00	Self-suit
1016	John Doe	Jane Smith	\$250.00	Personal injury
1017	ABC Corp	XYZ Corp	\$1000.00	Contract dispute
1018	John Doe	John Doe	\$700.00	Self-suit
1019	John Doe	Jane Smith	\$300.00	Personal injury
1020	ABC Corp	XYZ Corp	\$1100.00	Contract dispute
1021	John Doe	John Doe	\$800.00	Self-suit
1022	John Doe	Jane Smith	\$350.00	Personal injury
1023	ABC Corp	XYZ Corp	\$1200.00	Contract dispute
1024	John Doe	John Doe	\$900.00	Self-suit
1025	John Doe	Jane Smith	\$400.00	Personal injury
1026	ABC Corp	XYZ Corp	\$1300.00	Contract dispute
1027	John Doe	John Doe	\$1000.00	Self-suit
1028	John Doe	Jane Smith	\$450.00	Personal injury
1029	ABC Corp	XYZ Corp	\$1400.00	Contract dispute
1030	John Doe	John Doe	\$1100.00	Self-suit
1031	John Doe	Jane Smith	\$500.00	Personal injury
1032	ABC Corp	XYZ Corp	\$1500.00	Contract dispute
1033	John Doe	John Doe	\$1200.00	Self-suit
1034	John Doe	Jane Smith	\$550.00	Personal injury
1035	ABC Corp	XYZ Corp	\$1600.00	Contract dispute
1036	John Doe	John Doe	\$1300.00	Self-suit
1037	John Doe	Jane Smith	\$600.00	Personal injury
1038	ABC Corp	XYZ Corp	\$1700.00	Contract dispute
1039	John Doe	John Doe	\$1400.00	Self-suit
1040	John Doe	Jane Smith	\$650.00	Personal injury
1041	ABC Corp	XYZ Corp	\$1800.00	Contract dispute
1042	John Doe	John Doe	\$1500.00	Self-suit
1043	John Doe	Jane Smith	\$700.00	Personal injury
1044	ABC Corp	XYZ Corp	\$1900.00	Contract dispute
1045	John Doe	John Doe	\$1600.00	Self-suit
1046	John Doe	Jane Smith	\$750.00	Personal injury
1047	ABC Corp	XYZ Corp	\$2000.00	Contract dispute
1048	John Doe	John Doe	\$1700.00	Self-suit
1049	John Doe	Jane Smith	\$800.00	Personal injury
1050	ABC Corp	XYZ Corp	\$2100.00	Contract dispute
1051	John Doe	John Doe	\$1800.00	Self-suit
1052	John Doe	Jane Smith	\$850.00	Personal injury
1053	ABC Corp	XYZ Corp	\$2200.00	Contract dispute
1054	John Doe	John Doe	\$1900.00	Self-suit
1055	John Doe	Jane Smith	\$900.00	Personal injury
1056	ABC Corp	XYZ Corp	\$2300.00	Contract dispute
1057	John Doe	John Doe	\$2000.00	Self-suit
1058	John Doe	Jane Smith	\$950.00	Personal injury
1059	ABC Corp	XYZ Corp	\$2400.00	Contract dispute
1060	John Doe	John Doe	\$2100.00	Self-suit
1061	John Doe	Jane Smith	\$1000.00	Personal injury
1062	ABC Corp	XYZ Corp	\$2500.00	Contract dispute
1063	John Doe	John Doe	\$2200.00	Self-suit
1064	John Doe	Jane Smith	\$1050.00	Personal injury
1065	ABC Corp	XYZ Corp	\$2600.00	Contract dispute
1066	John Doe	John Doe	\$2300.00	Self-suit
1067	John Doe	Jane Smith	\$1100.00	Personal injury
1068	ABC Corp	XYZ Corp	\$2700.00	Contract dispute
1069	John Doe	John Doe	\$2400.00	Self-suit
1070	John Doe	Jane Smith	\$1150.00	Personal injury
1071	ABC Corp	XYZ Corp	\$2800.00	Contract dispute
1072	John Doe	John Doe	\$2500.00	Self-suit
1073	John Doe	Jane Smith	\$1200.00	Personal injury
1074	ABC Corp	XYZ Corp	\$2900.00	Contract dispute
1075	John Doe	John Doe	\$2600.00	Self-suit
1076	John Doe	Jane Smith	\$1250.00	Personal injury
1077	ABC Corp	XYZ Corp	\$3000.00	Contract dispute
1078	John Doe	John Doe	\$2700.00	Self-suit
1079	John Doe	Jane Smith	\$1300.00	Personal injury
1080	ABC Corp	XYZ Corp	\$3100.00	Contract dispute
1081	John Doe	John Doe	\$2800.00	Self-suit
1082	John Doe	Jane Smith	\$1350.00	Personal injury
1083	ABC Corp	XYZ Corp	\$3200.00	Contract dispute
1084	John Doe	John Doe	\$2900.00	Self-suit
1085	John Doe	Jane Smith	\$1400.00	Personal injury
1086	ABC Corp	XYZ Corp	\$3300.00	Contract dispute
1087	John Doe	John Doe	\$3000.00	Self-suit
1088	John Doe	Jane Smith	\$1450.00	Personal injury
1089	ABC Corp	XYZ Corp	\$3400.00	Contract dispute
1090	John Doe	John Doe	\$3100.00	Self-suit
1091	John Doe	Jane Smith	\$1500.00	Personal injury
1092	ABC Corp	XYZ Corp	\$3500.00	Contract dispute
1093	John Doe	John Doe	\$3200.00	Self-suit
1094	John Doe	Jane Smith	\$1550.00	Personal injury
1095	ABC Corp	XYZ Corp	\$3600.00	Contract dispute
1096	John Doe	John Doe	\$3300.00	Self-suit
1097	John Doe	Jane Smith	\$1600.00	Personal injury
1098	ABC Corp	XYZ Corp	\$3700.00	Contract dispute
1099	John Doe	John Doe	\$3400.00	Self-suit
1100	John Doe	Jane Smith	\$1650.00	Personal injury



Name of school	Size of town	Size of school library	Use of books limited to high school pupils?	Library limited to reference books?	Are books taken from the building?	Where kept	Are the books classified? How?
	2	3	4	5	6	7	8
25 Columbus high school	10000	Yes	170	666	Yes	No. Books for dept work	2
26 Corydon high school	1500	No	43	925	No	No. Genl	Yes
27 Covington high school	3000	No	103	350	No	No. Standard works	1
28 Crawfordsville high school	10000	Yes	150	800	Yes	No	1
29 Danville high school	2000	No	60				
30 Decatur high school	4000	No	80	2200	No	No. Literature & J.	No
31 Dublin high school	800	Yes	41	3000	No	No. Genl	2
32 Dunkirk high school	4000	No	50	400	No	No	1
33 Elkhart high school	18000	No	250	3000	No	No	1
34 Evansville (Clark st.) highs.	65000	Yes	67				
35 Fairmount high school	3500	No	70				
36 Flora high school	1500	No	80	600	No	No. Genl	Yes
37 Ft. Wayne high school	Yes	400			Yes	Not strictly	No
38 Fowler high school	2500	No	100	450	No	Yes	No
39 Frankfort high school	10000	Yes	258	2000	No	No. Standard works	1
40 Franklin high school	4000	No	152	500	No	No. Fiction & bound mag.	No
41 Frankton high school	2500	No	55	350	No	No. Genl	No
42 Goshen high school	10000	Yes	125	4300	No	No. Genl	No
43 Greencastle high school	4000	Yes	125	500	Yes	No. Ref. & fiction	1
44 Greensburg high school	5000	No	168				
45 Greenwood high school	2000	No					
46 Hagerstown high school	1000	No	52				
47 Hammond high school	12000	No	100	600	No	No. Genl	School hrs
48 Hartford city high school	8000	Yes	100	1000	No	No. Genl	No







Form of catalog	What records are kept?	How are the books selected?	Are the books of the young people's reading circle used?	How is the library affected by legislation, state or local?	How is the library supported?	Annual income?	Are pupils instructed in use of ref. books?	By whom?
15	16	17	18	19	20	21	22	23
25 No	Record of books drawn	By high school faculty & supt	No	Not at all	Chiefly by school board	No regular income	No	Yes, by teachers
26 No	Record of books drawn	By teachers	Yes	Not at all	Lecture courses	Uncertain	No	Yes, by teachers
27	Record of books drawn	By teachers	No	Not at all	By board	Uncertain	No	Yes, by teachers
28 Yes	Record of books drawn	By faculty		Not at all	Entertainments	Not fixed	No	Yes, by teachers
29	Additions	By board & supt	Yes	Supported by local tax		About \$300	Yes	Yes, by teachers
30 Yes	Loans	By supt & volunteers	Some	Supported by local tax		\$300	No	In connection with English
31 Yes	Loans	By teachers & supt	No	Not at all	Donations	\$65	Yes	Yes, by teachers
32	Loans		Yes	Not at all	school board	200-300	No	Yes, by teachers
33	Loans						Yes	
34	Loans						No	
35	Loans						No	
36 Yes	Loans	By teachers, supt	Yes	Not at all	School board	\$50	No	Yes, by teachers
37 Yes	Loans	By teachers, supt & prim.	No		By school board from special fund	Varies	No	Yes, by teachers
38 No	Loans	By teachers	Yes	Not at all	By school board	Varies	No	Yes, by teachers
39 No	List of books	By faculty	No	Not at all	By school board	Varies	No	Yes, by teachers
40 No	Additions	By teachers	Very little	Supported by local tax	Entertainments	\$700?	No	By teachers Librarian
41 No	Loans	By teachers	Yes	Not at all	By gifts		No	Yes, by teachers
42 Yes	Loans	From catalogs	No	Supported by local tax	By school board	\$300	Yes	Yes, by Lib'n
43 Yes	Loans	By teachers	No			75-80	No	Yes, by supt
44								
45								
46								
47 No	Loans	By borrowers	Very little	Not at all	Entertainments	\$100	No	Yes, by teachers
48 Yes	Loans	By committee	No	School & pub lib are united	Gifts		No	Yes, by teachers







Name of school	Size of town	Enrollment	Size of school library	Use of books limited to high school pupils?	Library limited to reference books?	Are books taken from the building?	Where kept	Are the books classified? How?
49 Hebron high school	650	No	60	335	No	No. Gen'l. school hrs	In separate room	Yes
50 Hobart high school	1500	No	50	3000	No	No. Misc. No	In library	Yes
51 Indianapolis high school	20000	Yes	1050	5000	Yes	No. Ref. text books school hrs	In library	Yes, imper-
52 " manual training H.S.	"	Yes	1000	1200	Yes	Yes	In library	Yes, by gen'l. subject
53 Jeffersonville high school	15000	Yes		Very small				
54 Jonesboro high school	1500	No			No	No. Gen'l. school hrs, limit	In library room	Yes
55 Kendallville high school	3700		70					
56 Knightstown high school	2500	No	80					
57 Kokomo high school	12000	Yes	325	200		Yes		
58 LaPorte high school	10000	Yes	200	1000				
59 Lawrenceburg high school	5000	No	62		No. Poems, good school hrs	Yes, except ref.	In library room	Yes, partly. history, lit. etc.
60 Lebanon high school	5000	No	167	500	Yes	2		
61 Liberty high school	1500	No	64					
62 Ligonier high school	2500	No	84	Small	No. Standard works	No. 1-3	In H.S. office	No
63 Lowell high school	2000	No	75	500	No	3	In special room	Yes, by gen'l. subject
64 Marion high school	25000	Yes	300		No			
65 Martinsville high school	4000	No	113		No. Gen'l. school hrs	1	In school rooms	Yes
66 Michigan City high school	15000	Yes	150	100-150 in all grades	No			No
67 Michigantown high school	800	No						
68 Middletown high school	2500	No	45		No. Gen'l. Yes	1	In high school	Yes, by gen'l. subject
69 Mishawaka high school	5000	No	65	1700	No			
70 Monticello high school	2500	No	116		No. Gen'l. Yes		In high school	Yes, by gen'l. subject
71 Mooresville high school	1200	No	75	300-400	No	To a great extent		
72 Mount Vernon high school	6400	Yes	125					







Form of catalog	What records are kept?	How are the books selected?	Are the books of the young peoples reading circle used?	How is the library affected by legislation?	How is the library supported?	Annual income	Are pupils instructed in use of ref. books?
14 Yes	In lib. book.	16	17	18	19	20	21
15 No	Written list	Loans	By teachers	Many	Not at all	Entertainments	0 No
16 No	Loans	By sup't	Yes	Not at all	Public fund	No stated income	Yes No
17 No	None	By principals	No	Not at all	School board	600-800	Yes, by teachers
18 No	None	By teachers	No	Not at all	From rent for library	about 400	Yes, by teachers
19 Yes	Genl catalog	Loans	Not much	Public school libs. combined	Appropriations	No stated income	Yes, by teachers
20 No	Loans	By sup't & teachers	Not much	Not at all	High school sells H. S. books at small profit	30-50	No
21 Yes	Ledger form	Loans	Some	Not at all	Lectures, etc.	No stated income	Yes, by teachers
22 Yes	Type written	Loans	No	Not at all	By gifts & entertainments	5-10	Yes, by teachers
23 No	Loans	Loans	Yes	Not at all	By gifts & school money	No stated income	Yes, by teachers
24 Yes	Loans	Loans	No	Not at all	By school board	8	Yes, by teachers
25 No	Loans	Loans	A few	Not at all	By school board	0	Yes, by teachers







Name of school	Size of town	Size of school	Use of books limited to high school pupils?	Library limited to reference books	Access to books	Are books taken from the building?	Where kept	Are the books classified? How?				
	2	3	4	5	6	7	8	9				
73 Muncie high school	29000	Yes	276	150	H.S. + 8th grade	No. A few novels	Yes	No (ref.)	In assembly room	Yes	No	Yes, by gen'l subject
74 Nappanee high school	2000	Yes	65	150	No	Mostly	8-6 limit	No	In assembly room	Yes	Yes	by gen'l subject
75 New Albany high school	21500	Yes	204	250	Yes	No	Yes	Yes	In depts.	Yes	No	
76 New Castle high school	3000	Yes	77									
77 Noblesville high school	6000	Yes	210	600	Yes	No. Gen'l	Study hrs -	Rarely	In supt's office	Yes	No	
78 North Judson high school	1500	No	50									
79 North Liberty high school	800	No		100	No	No	8-4 10-25	Yes	In H.S. room	No	No	
80 North Vernon high school	3500	No	70	600	No	No. Gen'l	No	Yes	In supt's office	No	No	
81 Orleans high school	1500	No	60	150	Yes	No	Yes	Yes	In supt's office	No	No	
82 Oxford high school	1200	No	72									
83 Peru high school	12000	Yes	260	500	Yes	No. Gen'l	Yes	Yes except ref.	In assembly room	Yes	Yes	by gen'l subject
84 Petersburg high school	3000	No	75	6500	No	No. Gen'l	Yes limit	Yes	In library room	No	No	
85 Plymouth high school	4000	No	30									
86 Portland high school	6000	Yes	167									
87 Princeton high school	7000	Yes	150	250	No	Yes	Yes	Yes	In supt's office	Yes	No	Yes, by gen'l subject
88 Redkey high school	3000	No	400	800	No	No. Gen'l	No	Yes	In supt's office	No	No	Yes, by gen'l subject
89 Remington high school	1200	No	60	400	No	No. Gen'l	No	Yes	In supt's office	Yes	Yes	by gen'l subject
90 Rensselaer high school	3000	Yes	140	2000	No	Largely	No limit	Yes except ref.	In special room	Yes	Yes	by gen'l subject
91 Richmond high school	20000	Yes	380	1000	Yes	No. Gen'l	No	Yes	In office	No	No	Yes, by gen'l subject
92 Rockville high school	3000	No	80	1200	No	No. Gen'l	No	Yes	In library	No	No	Yes, by gen'l subject
93 Rushville high school	4500	No	120	Small								
94 Seymour high school	8000	Yes	200			Yes						
95 Shelbyville high school	9000	Yes	175	Public		Library						
96 Sheridan high school	2000	No	70									







Form of catalog	What records are kept?	How are books selected?	Are the books of the young peoples reading circle?	How is the library affected by legislation?	How is the library supported?	Annual income	Are the pupils instructed in use of ref. books?	By whom?
73 No	None	By faculty	No	Not at all	By board of educ. & H.S. pupils	21	No	26
74 No	None	By teachers	No	Not at all	By school board & lectures	Varies	No	Yes, by teachers
75 No	None	By faculty	Yes	Not at all	Contributions Tax levied by school board	None	No	Yes, by teachers
76 Written list	None	By teachers	No	Not at all	Board & gifts	About 20-30	No	No
77 Yes in book	Loans	By principal	Yes	Not at all	Subscription	50	No	Yes, by teachers
78 Yes	Loans with drawings	By sup't	Yes	Not at all	School board	0	No	No
79 No	Loans	By teachers	No	Not at all	Entertainments	200	No	Yes, by teachers
80 Yes	Loans	By teachers	Some	Not at all	Entertainments supported by 1/2 cent tax open to public	Varies	No	Yes, by teachers
81 No	Loans	By teachers	No	Not at all	By trustees	0	No	Yes, by teachers
82 Printed in school manual	Loans	By teachers	Some	Not at all	Entertainments and gifts	Uncertain	No	Yes, by teachers
83 Alphabetical	Loans	By teachers	No	Not at all	Entertainments supported by tax of 10 mills on city, under state law	125	No	Yes, by teachers
84 Yes	Loans	By teachers	Yes	Not at all	By school board	50-100	No	Yes, by teachers
85 Large placard	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
86 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
87 Yes	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
88 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
89 Yes	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
90 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
91 Yes	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
92 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
93 Yes	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
94 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
95 Yes	Loans	By teachers	No	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers
96 Yes	Loans	By teachers	Yes	Not at all	By gifts, entertainments etc	Varies	No	Yes, by teachers







Name of school	Size of town	Population	Size of school	Use of books	Library limited to reference books?	Hours of school	Are books taken from the building?	Where kept	Have paid classes?	Are the books classified?
	2	3	4	5	6	7	8	9	10	11
97 South Bend high school	38000	Yes	375	1850	No	No. Ref. & Fiction	1	Yes	Yes	Yes, by genl. subject
98 South Whitley high school	1200	No	62	300	No	No	No	In library room	No	Yes
99 Spencer high school	2500	No	65	200	Yes	No	Yes	In H.S. room	No	No
100 Spice land academy	1000	Yes	72	Public	Library	in school	Yes	In assembly room	Yes	Yes, by genl. subject
101 Sullivan high school	3000	No	105	300	No	No	8-4	In assembly room	Yes	Yes, by genl. subject
102 Thornton high school	2500	No	64	600	No	No. Gen'l	No	In library room	No	Same
103 Tipton high school	5000	Yes	100	600	No	No. Gen'l	No	In library room	No	Same
104 Valparaiso high school	8000	No	150	2000	No	No	Yes	In special room	Yes	To some extent
105 Vevay high school	2000	No	80	400	No	No	Yes	In library room	Yes	Yes, by genl. subject
106 Wabash high school	10000	Yes	260	3000	No	No	Yes	In special room	Yes	Yes, by genl. subject
107 Warren high school	1800	No	60	400	No	No	Yes	In library room	Yes	Yes, by genl. subject
108 Washington high school	10000	No	176	2500	No	No. Gen'l	8-5	In sup't's office	Yes	Yes, by genl. subject
109 Westfield high school	1200	No	60	150	No	No. Ref. & Fiction	No	In library room	No	Ref. & Fiction
110 West Lafayette high school	2500	No	125	150	Yes	No. Ref. & Fiction	No	In office	Yes	Ref. & Fiction
111 Winchester high school	4000	No	126	500	Yes	No. Ref. & Fiction	Yes	In assembly room	Yes	Yes, by genl. subject
112 Zionsville high school	1200	Yes	45	300	No	No	Yes	In assembly room	Yes	Yes, by genl. subject



DATE	TIME	LOCATION	WIND	TEMP	MOON	SEA	REMARKS
1900	1000	1000	1000	1000	1000	1000	1000

1900 1000 1000 1000 1000 1000 1000 1000

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Form of catalog	What rec-ords are kept?	How are the books selected?	Are the books of the young people's reading circle used?	How is the library affected by state or local?	How is the library supported?	Annual income	How many books?	How many volumes?	Are pupils instructed in use of ref. books?	By whom?
100	Loans & fees	By school board By pupils	No	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
101	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
102	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
103	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
104	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
105	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
106	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
107	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
108	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
109	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
110	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
111	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers
112	None	By school board	Yes	By public school money & school fund	25	25	25	25	Yes by teachers	Yes by teachers















